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ABSTRACT

This guide, resulting from a four-site middle school study of the use of computers and related technology in second language instruction, is presented for the use by middle school language teachers. The guide includes lessons, coded to the state teacher handbook for second language instruction, and management hints, sample lesson plans, and other resources. Introductory material includes an overview of the project, a list of project sites, and lists of individuals and software that may be useful resources for classroom teachers. A lesson plan template is also included. Sample lesson plans consist of software lessons for word processing in both French and Spanish courses, for language study in both French and Spanish, and for creative activities, including educational games and word processing utilities. The lesson plans are tied to specific, generally-available computer programs, and contain illustrations of computer screens contained in the programs. An instructional telecommunications network, available to educators in North Carolina, is also described. Suggestions and directions for classroom use of the electronic mail capabilities are offered. An appendix contains illustrated instructions for adapting a television and videocassette recorder for use as a computer monitor. (MSE)

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PASSPORT:

Technology to Help the Middle Grades Second Languages Teacher

Prepared by
Computer Services
Media and Technology Services
Program Services
and
Second Language Studies
Curriculum and Instruction Services
Program Services

North Carolina Department of Public Instruction
Raleigh, North Carolina 27603-1712
Bob Etheridge, Superintendent
Spring, 1990

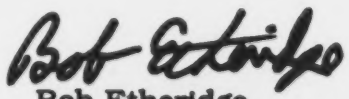
Foreword

North Carolina has made tremendous progress in offering second languages in grades K-12. Good language programs require not only good teachers, but also appropriate teaching resources.

In recognition of the need for utilizing technology and identifying resources for these programs, Computer Services in Media and Technology Services and Second Language Studies in Curriculum and Instruction have jointly coordinated a project in four pilot sites. Participants at each middle grade site have used technology and computer programs in their French and Spanish classes.

The lesson plans and information from the project have been compiled into this volume, Passport. The guide, designed to provide resources and guidance to school personnel statewide, is being distributed to local education unit contact people for computers and second languages. It is also available through the Department of Public Instruction's Publications Section.

We extend a special thank you to the teachers who participated and to the sections in Program Services who worked with them to create this valuable resource.



Bob Etheridge
State Superintendent of
Public Instruction

Second Languages and Technology Guide
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Technology and Second Language Studies at Middle Grades

Project Overview

As school systems continue their progress in implementing their middle grades second language program, it has become apparent that teachers need additional resources for use in middle grades second language instruction. At present, many teachers find themselves faced with the dilemma of finding appropriate materials. The new multi-mode second language kits on the market are intended for use by younger students and are not applicable for most middle grades classes. Teachers are having to customize a program from a variety of resources, with the end results often being a combination of teacher-made items and revamped commercial materials.

In recognition of this lack of materials, Second Language Studies and Computer Services joined together to develop resources using the microcomputer to assist middle grades language teachers. Teachers of French and Spanish at four selected sites were trained for the project. These teachers explored the best computer software and technology available for instruction. After each teacher tried the software with students in actual classroom situations, they developed comprehensive lesson plans.

This guide includes the lessons, coded to the Teacher Handbook, Second Language Studies, K-12, plus management hints, sample lesson plans, and other resources available to assist language teachers. One special feature of the project is the telecommunications component where students were able to develop materials on the computer and either send or transmit their information via telecommunications services.

The project has been successful thanks to the time and efforts of the teachers selected. Certainly technology has a place in instruction both as a motivational and an instructional tool. One may contact Computer Services and Second Language Studies personnel, as well as the site participants for further details.

February, 1990
Computer Services,
Media and Technology Services
Second Language Studies,
Curriculum and Instruction Services

The Middle Grades Second Languages Teachers and Project Sites

Burlington City Schools
Dr. Barbara Tapscott
Assistant Superintendent for Instruction
1712 Vaughn Road
Box 938
Burlington, NC 27215
(919) 226-1151

Burlington City Schools
Ms. Rita Fein*
Broadview Middle Schools
2229 Broadview Drive
Burlington, NC 27215
(919) 227-2766

Currituck County Schools
Ms. Clara DuBois
Assistant Superintendent for Instruction
P.O. Box 40
Currituck, NC 27929
(919) 232-2223

Currituck County Schools
Ms. Geri Smiejan
Moyock Elementary School
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(919) 435-6521

Caldwell County Schools
Ms. Sandra Starnes
Coordinator of Elementary Education
P.O. Drawer 1590
1914 Hickory Blvd., SW
Lenoir, NC 28645
(704) 728-8407

Caldwell County Schools
Ms. Birgitta McGalliard
Hudson Middle School
291 Pine Mt. Road
Hudson, NC 28638
(704) 728-4281

Winston-Salem/Forsyth
County Schools
Ms. Claudette Jarrett
Second Languages
Box 2513
Winston-Salem, NC 27102
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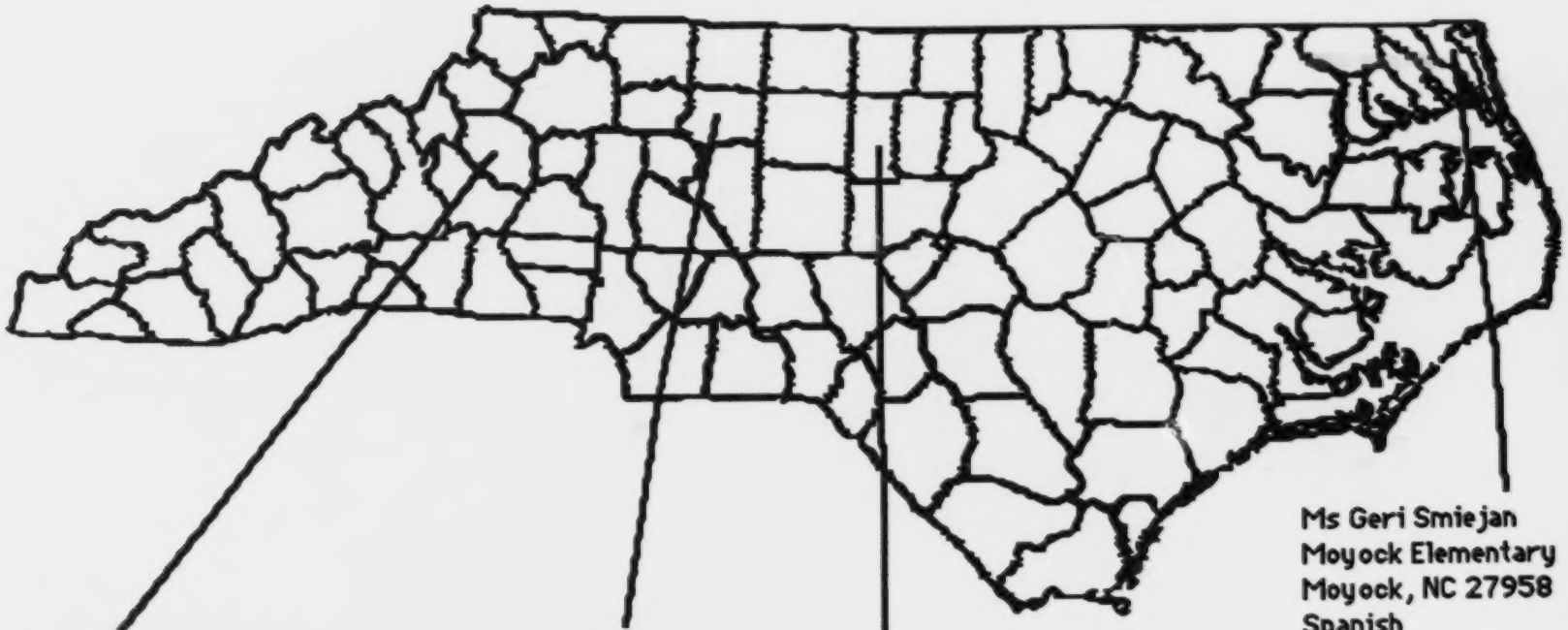
Winston-Salem/Forsyth
County Schools
Ms. Carolyn Lyttle
Philo Middle School
410 Haverhill Street
Winston-Salem, NC 27107
(919) 784-0420

* Ms. Fein is now located at
Shadybrook Elementary
High Point, NC 27261
(919) 869-7411

North Carolina Passport Sites



Ms Birgitta McGalliard
Hudson Middle School
291 Pine Mt. Road
Hudson, NC 28638
French

Ms Carolyn Lyttle
Philo Middle School
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Winston-Salem, NC 27107
Spanish

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Broadview & Turrentine Middle Schools
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Burlington, NC 27215
French

*Ms Rita Fein
Shadybrook Elementary School
503 Shadybrook Drive
High Point, NC 27260

Word Processing Programs

- ETG- Easy Text and Graphics Plus
  IBM

  Savtek Corporation
  P.O. Box 1077
  Waltham, MA 02254
  (617) 891-0638
  $89.95

- EuroWorks
  Compatible with AppleWorks
  for French, German, Italian, and
  Spanish.
  Apple

  S. A. AuTeur Co.
  Box 7459
  Beaverton, OR 97007
  (503) 645-2306
  $30.00

- KidWriter*
  Apple version
  French 5145
  Spanish 5197

  Gessler Software
  55 West 13th Street
  New York, New York 10011
  (212) 627-0099
  $37.95

- Mi Editor Primario
  Spanish version
  IBM
  #4890 5 1/4
  #4897 3 1/2

  IBM Order Center
  P.O. Box 26688
  Raleigh, NC 27602
  (919)850-7690
  $75.00 less 30% discount

- MultiScribe
  has foreign language Font Paks
  Font Pak #7 = French, Spanish,
  Italian, German, Russian, Polish,
  Portuguese, Swedish, Danish,
  and Norwegian.
  Apple

  Scholastic
  2931 East McCarthy
  P.O. Box 7501
  Jefferson City, MO 65102
  1-800-541-5513
  $99.95 Program
  $19.95 each for Font Paks

- Spanish FrEd Writer
  Software and chip for adapting
  Apple IIe
  Apple 5 1/4 diskette

  Hands-On Training, Inc
  4021 Allen School Road
  Bonita, CA 92002
  (619) 475-4852
  1 -5 copies $45.00 each
  6+= $35.00 each

* Program is on screen only, does not print

Language Study Programs

• Basic Vocabulary Builder Apple versions Spanish 9411X French 9425X	National Textbook Co. Passport Books 4255 West Touhy Ave. Lincolnwood, Il 60646-1975 1-800-323-4900 $49.95 each
• Blossom-French (with cassettes) Apple	Lingo Fun, Inc. P.O. Box 486 Westerville, OH 43081 (614) 882-8258 $39.95 each module $299 for all 8 modules with cassettes
• Cloze Encounters in Spanish Cloze Encounters in French Apple/IBM Networked version	Lingo Fun, Inc. P.O. Box 486 Westerville, OH 43091 (614) 882-8258 $49.95 each $150.00
• En Vacances and En Ville Apple versions	Collamore/D.C. Heath 125 Spring Street Lexington, MA 02173 1-800-428-8071 $108. 00 each
• French Vocabulary Games Spanish Vocabulary Games Apple Int 8201 Int 8101	Tarmac 71 North Market Street Asheville, NC 27707 1-800-222-8270 $49.95 each
• Multilingual Storyteller Apple French, Spanish, German, and Italian language sets Networked version	Lingo Fun, Inc. P.O. Box 486 Westerville, OH 43081 (614) 882-8258 $39.95 $150.00
• Un Repas Français Una Visita a México Un Día Típico Apple	Collamore/D.C. Heath 125 Spring Street Lexington, MA 02173 1-800-428-8071 $132.00 each

Language Study Programs

• Word Attack Plus in Spanish Apple/ IBM Versions	Davidson and Associates 3135 Kashiwa Avenue Torrance, CA 90505 1 - 800 - 556-6141 $49.95 each
Lab Packs (5 disks with a coupon for a free Teacher's Guide)	$149.95
• Word Attack Plus in French Apple/IBM Versions	Davidson and Associates 3135 Kashiwa Avenue Torrance, CA 90505 1-800-556-6141 $49.95 each
Lab Packs (5 disks with a coupon for a free Teacher's Guide)	$149.95

Creative Activities Software

• Monstruos y Fantasia Apple Spanish version	Learning Lab Software Publishing, Inc. 21000 Nordhoff Street Chatsworth, CA 91311 1-800-247-4641 $39.95
• Spanish for the Traveler with audio cassettes Apple/IBM	Lingo Fun, Inc. P.O. Box 486 Westerville, OH 43081 (614) 882-8258 $59.95
• Ticket to Paris* Apple 128K/IBM	Blue Lion Software 90 Sherman Street Cambridge, MA 02140 (617) 876-2500 $39.95/$47.95 $49.95 with solutions
• Ticket to Spain* Apple 128 K/IBM	Blue Lion Software 90 Sherman Street Cambridge, MA 02140 (617) 876-2500 $39.95/$47.95 $49.95 with solutions
• Where in the World is Carmen Sandiego? Apple School Edition/IBM Where in Europe is Carmen Sandiego? Apple School Edition/IBM Lab Pack	Broderbund P.O. Box 12947 San Rafael, CA 94913-2947 1-800-527-6263 $49.95 $99.95

Telecommunications

• FrEd Sender Apple	CUE Softswap P.O. Box 5493 Concord, CA 94525 (415) 685-7265 $20.00

* Project teachers indicated these programs present complex language situations and are best suited for advanced levels

2/90

Second Languages and Technology
Lesson Plan Template

Program Type:

Activity:

Software:

Hardware:

Pilot Site: Student Age/Grade Level/Interest Level:

Age:
Grades:
Interest Level:

Subject:

Skill:

BEP Correlation to Second Language Skills Competencies:

Plan:

Introduction:

Instruction:

Guided Practice:

Enrichment/Follow-up:

Helpful Hints:

Classroom Management:

Second Languages and Technology

Program Type: Word Processing

Activity: To have students write cinquains, using family and friends vocabulary, noun-adjective agreement, and present participles, or verbs

Software: MultiScribe and Fontpak 7, Scholastic

Hardware: Apple II family, 128K, Imagewriter II printer

Pilot Site: Student Age/Grade Level/ Interest Level:

Age: 13-14
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Family and friends vocabulary, noun-adjective agreement, present participles

Skill: Reading and writing

BEP Correlation to Second Language Skills Competencies:

3.1 (7-8) Recognize elementary grammatical structures in selected written materials
3.2 (7-8) Read aloud a familiar passage with appropriate intonation and correct pronunciation
3.3 (7-8) Understand the main idea in selected reading passages
3.6 (7-8) Determine emotions, feelings, or preferences from selected reading materials
4.5 (7-8) Write paragraphs or letters on assigned topics to convey information
4.7 (7-8) Write short poems and narratives
4.8 (7-8) Express personal point of view in written form

Plan:

Introduction: Students will read and discuss sample cinquains.

Instruction: Students are then introduced to the form to be used when writing a cinquain:

1st line--one word: noun
2nd line--two words: adjectives describing the noun
3rd line--three words: actions about the noun (present participles or infinitive)
4th line--four words: how the noun makes the writer feel
5th line--one word: a synonym for the noun

At this time, MultiScribe software is demonstrated, either to small groups of students or to the entire class, using a television monitor.*

Guided Practice: Working in pairs, the students now write rough drafts of the cinquains. These are corrected by the teacher. Students then work in pairs at the computer. Each pair of students will spend 10-20 minutes on this task.

Enrichment/Follow-up: The cinquains are graded for content and grammatical constructions. Students may read their cinquains to the class. The teacher may read the cinquains to the class and have students try to identify the author.

Helpful Hints: All work should be placed in folders and left in the classroom, as students this age can be very forgetful. Students should always save their work. They may use their first initial and last name as a file name in most cases.

Classroom Management: A schedule should be posted as to the order in which the students will work on the computer. Also, the teacher may wish to consider whether students should print during the class. The teacher may wish to do so at the end of the day, to reduce distractions during class.

* Instructions for this process may be found in the Appendix

Second Languages and Technology

Program Type: Word processing: Spanish

Activity: To have students write a simple paragraph about their families

Software: Spanish FrEd Writer

Hardware: Apple II family, Imagewriter II printer

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 13-14
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Family vocabulary, noun-adjective agreement

Skill: Reading and writing

BEP Correlation to Second Language Skills Competencies:
3.1 (7-8) Recognize elementary grammatical structures in selected written materials
3.2 (7-8) Read aloud a familiar passage with appropriate intonation and correct pronunciation
3.3 (7-8) Understand the main idea in selected reading passages
3.5 (7-8) Obtain information through reading
4.1 (7-8) Write controlled sentences and paragraphs with accurate elementary grammatical structures
4.5 (7-8) Write paragraphs or letters on assigned topics to convey information

Plan:

Introduction: After reviewing family vocabulary and noun-adjective agreement, students read a sample paragraph written about a family. This may be done silently, orally, or both.

Instruction: After reading the paragraph, the students are asked questions about the material so that they may show an understanding of it. The questions along with a sample paragraph are used to guide the students' compositions. At this time, Spanish FrEd Writer is demonstrated, either to small groups of students or the entire class, using either a television monitor, or a display for the overhead projector.*

Guided Practice: Working in pairs, the students now write rough drafts of paragraphs about their own families. The paragraphs are corrected by the teacher. The students then work in pairs at the computer. Depending on their keyboarding skills, each pair of students will spend 20-40 minutes on this task.

Enrichment/Follow-up: The paragraphs are graded for content and grammatical constructions. Individual students may interview each other about their families.

Helpful Hints: All work should be placed in folders and left in the classroom as it takes several days for all students to complete the activity. (My class of twenty-four students took two to three weeks to finish this activity.) Students should always save their work. They may use their first initial and last name as a file name in most cases. Also, the teacher may wish to give a quick lesson on proper spacing after different types of punctuation.

Classroom Management: A schedule should be posted as to the order in which the students will work on the computer. Also, the teacher may wish to consider whether students should print during the class. The teacher may wish to do so at the end of the day, to reduce distractions during class.

* Instructions for this process may be found in the Appendix.

Second Languages and Technology

Program Type: Word Processing: Spanish

Activity: To have students write a dialogue incorporating weather expressions, tener idioms, and days of the week or dates

Software: Spanish FrEd Writer

Hardware: Apple II family, Imagewriter II printer

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 13-14
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Weather expressions, tener idioms, days of the week, dates

Skill: Reading, writing, and speaking

BEP Correlation to Second Language Skills Competencies:

2.1 (7-8) Utilize accurate elementary grammatical constructions in oral expression
3.1 (7-8) Recognize elementary grammatical structures in selected written materials
3.2 (7-8) Read aloud a familiar passage with appropriate intonation and correct pronunciation
3.3 (7-8) Understand the main idea in selected reading passages
3.5 (7-8) Obtain information through reading
4.1 (7-8) Write controlled sentences and paragraphs with accurate elementary grammatical structures
4.4 (7-8) Write dialogues on familiar topics

Plan:

Introduction: After reviewing days of the week, dates, weather expressions, and tener idioms, students read a sample dialogue that includes these elements. This may be done silently, orally, or both.

Instruction: After reading the dialogue, the students are questioned about the material. Use this questioning, sample dialogues, and a list of requirements for dialogues to guide students' compositions, later.

At this time, Spanish FrEd Writer is demonstrated, either to small groups of students or to the entire class using a television monitor or the display device with an overhead projector.*

Guided Practice: Working in pairs, the students now write rough drafts of the dialogues. These drafts are corrected by the teacher. The students then work in pairs at the computer. Each pair of students will spend 15-30 minutes on this task, depending on their keyboarding skills.

Enrichment/Follow-up: The dialogues are shared with the class. Following the presentations, the teacher grades the dialogues for content and grammatical constructions.

Helpful Hints: All work should be placed in folders and left in the classroom as it takes several days for all students to complete the activity. (My class of sixteen students took about two weeks to finish this activity.) Students should always save their work. They may use their first initial and last name as a file name in most cases. Also, the teacher may wish to give a quick lesson on proper spacing after different types of punctuation.

Classroom Management: A schedule should be posted as to the order in which the students will work on the computer. Also, the teacher may wish to consider whether students should print during the class. The teacher may wish to do so at the end of the day, to reduce distractions during class.

* Instructions for this process may be found in the Appendix.

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*                                      *
*            FrEd Espa~ol              *
*                                      *
*      V4.1 espa~ol 14  Apr 1987       *
*                                      *
*     MENU DEL PROGRAMA PRINCIPAL      *
*                                      *
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      FECHA: <NINGUNA FECHA>

          HORA: <NINGUNA HORA>

  1.  Lea `ste primero
  2.  Comienzo de FrEdWriter
  3.  Fecha y hora
  4.  Observar, borrar o copiar el doc
  5.  Configure Printer & Interface
       Printer  : EPSON FX/RX
       Interface: STANDARD PARALLEL

   ESCOGER Y ESCRIBIR:



Use estas teclas de control para:

<T> = Mostrar este <T>utor
<I> = <I>mprimir este documento
<G> = <G>uardar de la memoria al disco
<C> = <C>argar del disco a la memoria
<B> = <B>uscar y reemplazar palabras
<A> = Cambiar el <A>ncho de la p~gina
<L> = Cambiar las <L>etras (may@scula/
      min@scula)
<R> = <R>evelar/esconder el marcador
      de p~rrafos
<E> = Saltar al <E>mpiezo del escrito
<F> = Saltar al <F>inal del escrito
<N> = Empezar una p~gina <N>ueva;
      borrar la memoria
<X> = Centrar una L'nea
<P> = <P>arar; salir de FrEd y regresar
      al primer men@
<V> = Acceptar las teclas de control
      como letras
<Z> = Avanzar 5 espacios
 RETURN PARA CONTINUAR; ESC PARA PARAR
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*              FrEd Español                *
*                                          *
*        V4.1 español 14  Apr 1987         *
*                                          *
*       MENU DEL PROGRAMA PRINCIPAL        *
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       FECHA: <NINGUNA FECHA>

           HORA: <NINGUNA HORA>

              = Oprima 4 para 40 Columnas
FrEdWriter <
              = Oprima 8 para 80 Columnas
```

Second Languages and Technology

Program Type: Language Study: Spanish

Activity: To have students view ir plus infinitive and to introduce briefly some reflexive verbs

Software: Un día típico, D. C. Heath

Hardware: Apple II family microcomputer and television and video cassette recorder. Instructions for this process are found in the Appendix.

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 11-12
Grades: 6
Interest level: Grades 6-12

Subject: Spanish grammar and vocabulary

Skill: Pre-reading, reading, and writing of second language

BEP Correlation to Second Language Skills Competencies:

3.5 (4-6) Pronounce familiar words that are written
4.1 (4-6) Recognize and say familiar words, simple phrases and written sentences
5.1 (4-6) Copy written words correctly

Plan:

Introduction: Review previously-learned verb construction. Briefly introduce reflexive verbs used in the program.

Instruction: Use activity one on disk one to introduce students to reflexive verbs. Students take turns selecting correct response. Use activity five to review ir plus infinitive in context. Once again, students take turns selecting the correct response. Students also learn some new vocabulary related to leisure time.

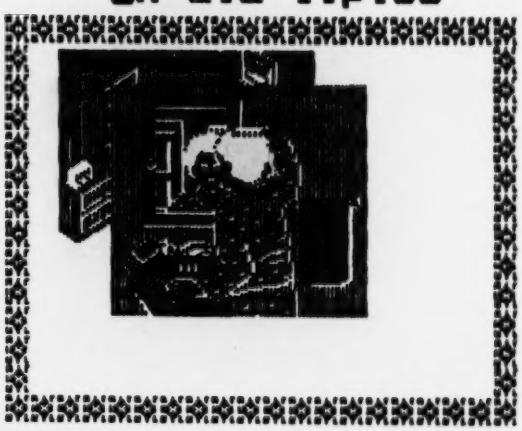
Guided Practice: Teacher demonstrates activities first and then allows student participation

Enrichment/Follow-up:

Helpful Hints: Graphics are great and make it easy to teach unfamiliar vocabulary because all materials are presented in context. This software is also easy to use because the diacritical marks are part of the program. One does not have to type anything special to get them. It could possibly be used for reinforcement and review of materials already learned, or the teacher could build a unit, several lessons, etc., based on the program. The teacher's manual is good, clear, and helpful. Remember to ready the television/video cassette recorder connection ahead of time, if possible.

Classroom Management: Use a television/video cassette recorder hook up with the microcomputer to enlarge the viewing area for better student attention. Call on students randomly to come to the computer and select the correct response.

Un día típico



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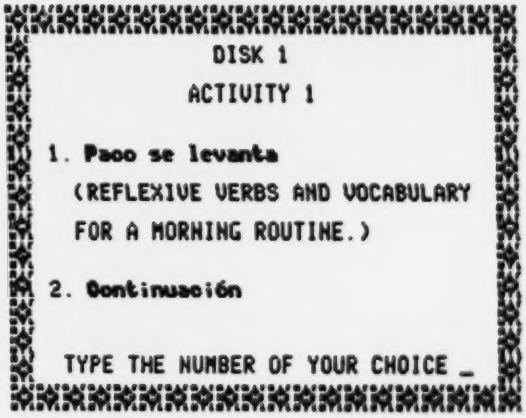
Un día típico

Un día típico



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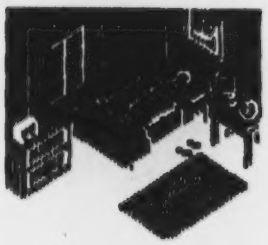
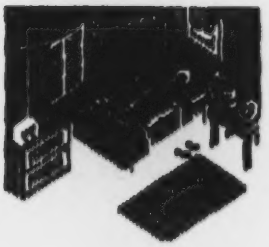


Aquí está el cuarto de Paco.
Paco duerme en su cama.

ESC + PRESS RETURN



El despertador suena.
Son las siete de la mañana.

ESC + PRESS RETURN

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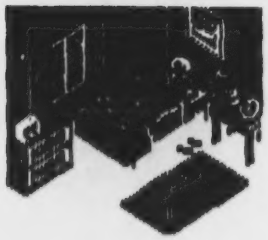

Paco [redacted].

[ESC] [+] [PRESS RETURN]

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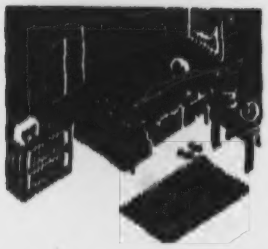
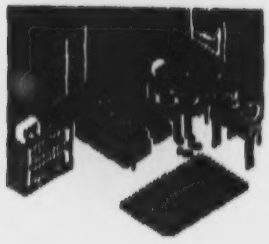


Paco [redacted].
Quiere dormir pero tiene que
[redacted].

[ESC] [+] [PRESS RETURN]



Paco [redacted].

[ESC] [+] [PRESS RETURN]

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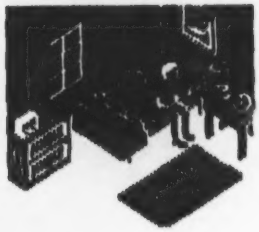


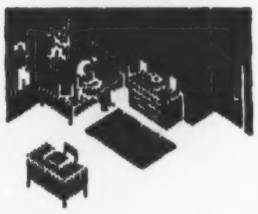
Paco se levanta.
Paco se pone las zapatillas.

[ESC] [+] [PRESS RETURN]

YOU WILL SEE FUTURE ACTION EXPRESSED BY THE VERB ir THE PREPOSITION a AND THE INFINITIVE AS YOU DESCRIBE THE STUDENTS' LEISURE TIME ACTIVITIES.

[ESC] [PRESS RETURN]

el cuarto de Graciela



Graciela va a escuchar discos. Va a escuchar discos en su cuarto. Pone los discos en el tocadiscos.

[ESC] [+] [PRESS RETURN]

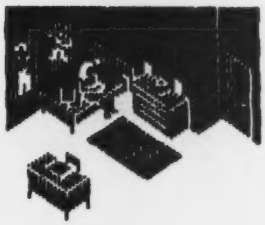
Un día típico

DISK 2

ACTIVITY 5

1. **El tiempo libre**
   (ir + a + INFINITIVE AND VOCABULARY FOR LEISURE TIME ACTIVITIES)
2. **Continuación**

TYPE THE NUMBER OF YOUR CHOICE _



¿ Qué va a hacer Graciela ?

Graciela va a escuchar discos.

Va a escuchar discos en su cuarto .

ESC + TYPE ANSWER, PRESS RETURN

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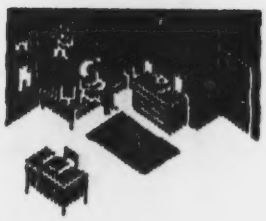

¿ Qué va a hacer Graciela ?

Graciela va a escuchar discos.

Va a escuchar discos en su _____.

ESC + TYPE ANSWER, PRESS RETURN

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Second Languages and Technology

Program Type: Language Study: Spanish

Activity: To introduce and practice beginning vocabulary in a vocabulary tournament

Software: Basic Vocabulary Builder on Computer in Spanish, Passport Books

Hardware: Apple II family

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 13-14
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Any category of vocabulary being studied

Skill: Reading and writing

BEP Correlation to Second Languages Skills Competencies:
This program correlates in general with all points for reading and writing, as it builds vocabulary.

4.1 (4-6) Recognize and say familiar words, simple phrases, and sentences that are written
5.1 (4-6) Copy written words correctly
2.1 (7-8) Utilize accurate elementary grammatical constructions in oral expression

Plan:

Introduction: The following activity was tested with a small number of students (sixteen or less) in the classroom.

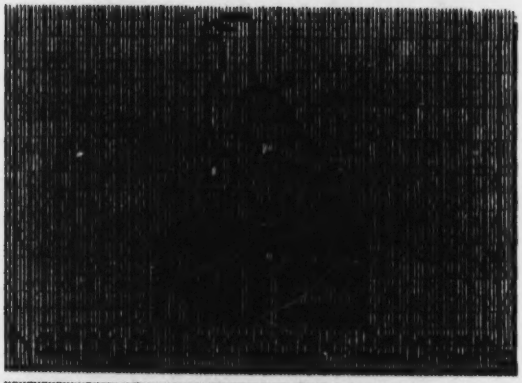
Instruction: Vocabulary to be used in the activity is reviewed. The program is demonstrated to the students.

Guided Practice: The students are then divided into groups of two to four people, depending on the size of the class. Two groups will compete against one another by taking turns at the computer and recording their score and time spent on the activity, which appears on the screen at the end of the activity. Scores and times are compared, and the winners then compete against each other, until one group becomes the final winner.

Enrichment/Follow-up: The teacher may wish to award prizes such as homework passes, certificates, etc.

Helpful Hints: It is sometimes difficult to decide which word the graphics are supposed to represent. Teachers may wish to make available to students the manual that contains the graphics identified in English.

Classroom Management: While one group is working on the computer, the other groups may be studying their vocabulary. Ideally, a lab pack would work best with this activity, so that all groups could work at the same time.



BASIC VOCABULARY BUILDER
ON COMPUTER: SPANISH

BASIC VOCABULARY BUILDER: Spanish

1. Clothing
2. Accessories
3. Fruits & Vegetables
4. Food-I
5. Food-II
6. Parts of the Body
7. The Family
8. The House
9. Furnishings
10. Household Items
11. Transportation
12. School
13. End

Enter choice and
press "RETURN": ■

Permission to copy granted by: National Textbook Company

Mary, you will be asked to identify a picture. Type the singular form of the noun in Spanish. Use correct accents and spelling.

Like this: suéter

Second Languages and Technology

Program Type: Language Study: Spanish

Activity: Students learn about various cities in Mexico and practice using ordinal numbers and the days of the week

Software: Una Visita a México, D. C. Heath

Hardware: Apple II family, 48K, Imagewriter II printer

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 13-14
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Modern-day Mexico, ordinal numbers, and days of the week

Skill: Reading

BEP Correlation to Second Language Skills Competencies:

3.1 (K-3) Identify the target country on a map and on a globe
5.4 (4-6) Write answers to questions of the who, what, where, and how much/many type
3.3 (7-8) Understand the main idea in selected reading passages
3.5 (7-8) Obtain information through reading
4.1 (7-8) Write controlled sentences and paragraphs with accurate elementary grammatical structures
4.5 (7-8) Write paragraphs or letters on assigned topics to convey information
5.2 (7-8) Identify geographical features of the countries of the target language and their relationship to the culture

Plan:

Introduction: The students must find a certain number of facts (I chose five in most cases) about a city in Mexico by reading a passage in Spanish about the city from the first activity listed on the first disk. They will work with a partner and record the facts to be presented to the class later. In addition, they must understand what they read about the other cities, because they will take a quiz, included in the program, at the end of the passages. They must answer correctly a certain percentage of questions (I chose 75%), or they must take the quiz again.

Instruction: First, the students are given a demonstration of how to use the program. This may be done with small groups of students around the computer or by connecting the computer to a television monitor to use in front of the entire class. Once the students show an understanding of the activity, they may begin to use the program.

Guided Practice: Students work with partners at the computer, while the remainder of the class does other work. Each pair of students will spend fifteen to thirty minutes on this task.

Enrichment/Follow-up: After all students have finished, each pair presents information to the class. This presentation may be graded, or a test may be given on the information contained in the presentations.

Helpful Hints: As the students finish, have them place their notes in a folder to be left in the classroom because it may be several days before they will make their presentation. Also, more activities from the program may be used with a larger class. (I used this with a class of ten students)

Classroom Management: A schedule should be posted as to the order in which the students will work on the computer. This software is very user-friendly; therefore, the teacher can work quite easily with the rest of the class while students are using this program.

Second Languages and Technology

Program Type: Language Study: French

Activity: To identify pictures of fruits and vegetables

Software: Basic Vocabulary Builder on Computer in French, Passport Books

Hardware: Apple II family 48K
DOS 3.
Single disk drive
Color monitor (colors are an essential lesson in the total vocabulary)
Video cassette recorder, which allows the program to be run on a large screen television monitor. This permits use with a larger class when only one disk is available. Instructions on how to hook up the computer through the video cassette recorder are included in the Appendix.

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 11-15 years
Grades: 6-8
Interest Level: Grades 6-12

Subject: Vocabulary

Skill:
1. To identify fruits and vegetables by spelling the name of the object correctly and quickly (Level A)
2. To identify fruits and vegetables quickly by giving the correct singular article and form of the noun (Level B)
3. To identify fruits and vegetables by giving the correct plural forms of both article and noun (Level C)

BEP Correlation to Second Language Skills Competencies:

4.1 (4-6) Recognize and say familiar words, simple phrases, and sentences that are written

5.1 (4-6) Copy written words correctly

2.1 (7-8) Utilize accurate elementary grammatical constructions in oral expression

Plan:

Below follows a step-by-step plan on how to operate the Basic Vocabulary Builder on Computer using the unit of fruits and vegetables as a sample lesson. This approach may be duplicated with any of the other lessons contained in the program.

Introduction: To introduce and review fruits and vegetables, I first give students a laminated copy of the corresponding sheet from the National Textbook Company's Basic Vocabulary Builder Duplicating Master Book by Dorothy Gabel Liebowitz. After I identify the pictures in an oral review, I give students a laminated copy of the words themselves. We pronounce the words both as a group and as individuals. This process helps the transition from oral repetition to the reading of the written word, and the review is a very helpful and essential step.

Instruction: Next, I explain how the computer program works. Students are asked to identify the picture on the screen by quickly typing the correct spelling for the picture. Should they miss the word but get it on the second attempt, fewer points are awarded. The computer also times them with cumulative computations. Then, I show the students how to get the accent marks needed. Next, I divide the class into two teams and tell them that each team member will have a chance to type in the word on the computer, using the laminated answer sheet. The sheet has no English, of course.

Guided Practice: Since there are twelve pictures in a series, every student usually has at least one turn at the computer. On the first round of level A, students are allowed to help each other, but then on the second round, no help is given by the teacher, or by the other students.

Enrichment and Follow-up: After the class completes all three levels, any student could challenge me or another student. Everyone enjoys this activity. At the end of all these activities, which usually last for three half-hour sessions, students are tested individually. They once again receive the laminated copy picture sheet and another laminated copy of a list of words to test how well they have assimilated the material.

Helpful Hints: I post the scores and times on the blackboard with the name of the classes. Thus, subsequent classes see how earlier classes have performed. This feature stimulates competition, which students at this age enjoy immensely. Anything that resembles a game is appealing to this particular age group.

Classroom Management: The first time the students work with this program, there will be lots of noise because help is permitted. The noise levels may make the student at the computer keyboard very nervous. Therefore, on the second round I demand that students be quiet and give no help at all. If someone does so in spite of everything, I subtract one point for every hint given. Also, I ask the class to repeat the correct word after the computer has told us that the word given is correct, thus reinforcing the correct pronunciation as well as the correct spelling of the word. This step focuses the class' attention on the task at hand.

Second Languages and Technology

Program Type: Language Study: French

Activity: To complete sentences with the correct word in French for a particular location in a French town

Software: Le Français Par Ordinateur: En Ville, D.C. Heath

Hardware: Apple II family with a single disk drive and either a color or monochrome monitor
Video cassette recorder with large screen television is preferable, if only one program disk in available to use with an entire class. Directions for connecting the VCR and the microcomputer are in the Appendix.

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 11-15
Grades: 6-9
Interest Level: Grades 6-12

Subject: Introduction of vocabulary for buildings, places in towns, and the verb, aller

Skill: Reading, writing, and vocabulary comprehension

BEP Correlation to Second Language Skills Competencies:
3.1 (K-3) Identify the target country on a map and on a globe
3.5 (4-6) Pronounce familiar words that are written
4.1 (4-6) Recognize and say familiar words, simple phrases, and written sentences
5.1 (4-6) Write simple phrases and sentences
3.1 (7-8) Recognize elementary grammatical structures in selected written material

Plan:

Introduction: Most students at this stage have not had much experience with reading or writing French. Basic Vocabulary Building on Computer may be a good introductory software exercise.

Instruction: I begin by asking the students in French to repeat the sentences on the screen which introducesthem to some buildings and places in a French town. I then guide them through the first activity, explaining on va and several other key phrases important to comprehension.

Guided Practice: When the first activity on sentence completions begins, I ask the students to take turns at the computer. They could receive help from their fellow classmates the first time through the program. Since there are ten sentences to complete with a score given at the end, students could work as teams. This pairing ensures that nearly everyone has an opportunity at the keyboard.

Enrichment and Follow-up: After both teams have an opportunity to finish a round of ten sentences completions, I ask if any one student thinks he could do the entire activity. Since the activity is scored, this allows for competition which is something students at this particular age level thoroughly enjoy. Other things can also be done to enhance this program. The accompanying teacher's guide suggests several activities, including making worksheets, flash cards, oral quizzes, and spelling bees.

Helpful Hints: As always when teaching a foreign language, it is important for the teacher to model correct pronunciation and to guide students in understanding the written text without resorting to direct translation. This particular activity correlates with any French text unit using the preposition à with place names. My ninth graders thoroughly enjoy the whole series, and I am able to get some individual grades from all the activities. There is a reproducible universal score sheet in the Teacher's Guide.

Classroom Management: The En Ville program consists of six activities:

1. Sentence completions
2. Qu'est qu'on vend?
3. On fait des achats
4. Des courses à faire
5. Comment y aller? (city map)
6. Faisons des courses (game activity)

Since this program has been designed to stand alone without specific reference to any one textbook, a teacher can use this program at any time, without students having any prior reading knowledge. How each teacher uses the program will of course be determined by the number of computers available, the type and size of the class, and individual teaching styles.

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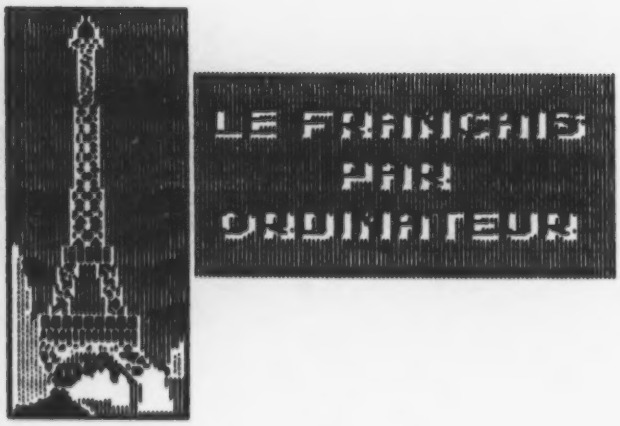

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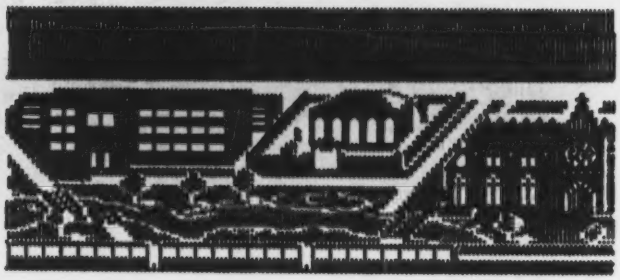


En Ville

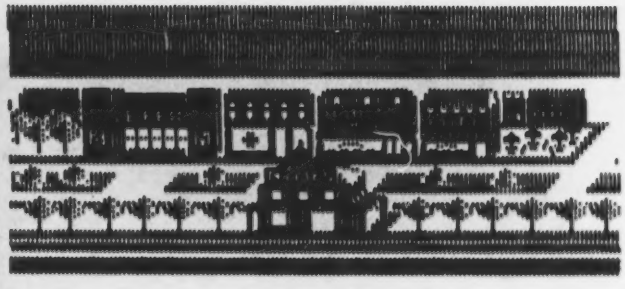
LET'S SEE IF YOU CAN
IDENTIFY THE NAMES OF THE
BUILDINGS IN FRENCH..

TYPE IN THE CORRECT
NAME OF EACH BUILDING.

PRESS [?] TO SEE THE
REVIEW CHART BEFORE
TYPING IN FRENCH WORDS.

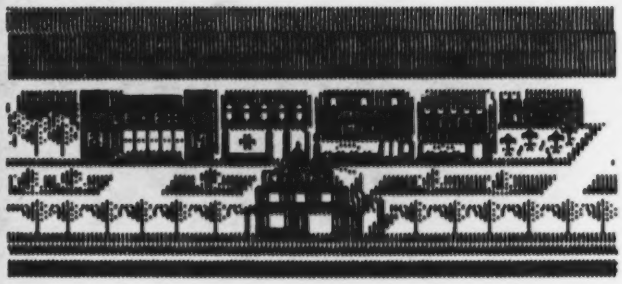
Bonne chance, MARY !

PRESS [RETURN] TO CONTINUE



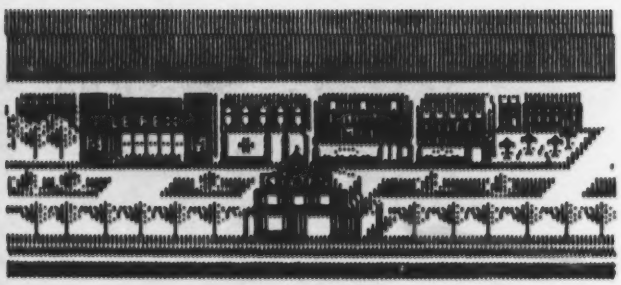
On prend une orangeade au _____.

le café



On va au café pour
prendre (TO HAVE) une orangeade.
PRESS [RETURN] TO CONTINUE

la gare



On va à la gare pour
attendre (TO WAIT FOR) le train.
PRESS [RETURN] TO CONTINUE_

Maintenant nous allons voir
l'intérieur de ces
magasins et de ces commerces.

Les clients arrivent pour
faire des achats (PURCHASES).

PRESS [RETURN] TO CONTINUE_

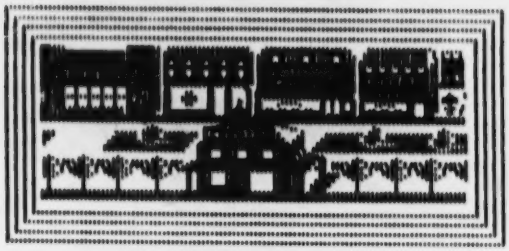
Maintenant nous allons voir
l'intérieur de ces
magasins et de ces commerces.

Les clients arrivent pour

faire des achats (PURCHASES).

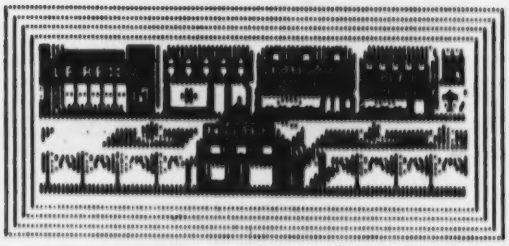
PRESS [RETURN] TO CONTINUE_

ACTIVITY 2



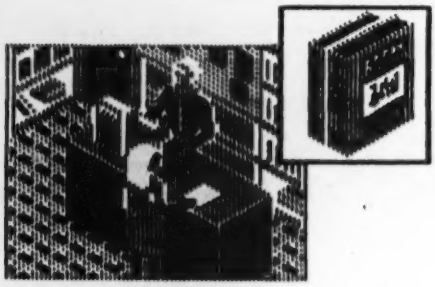
Qu'est-ce
qu'on vend ?

ACTIVITY 3



On fait
des achats

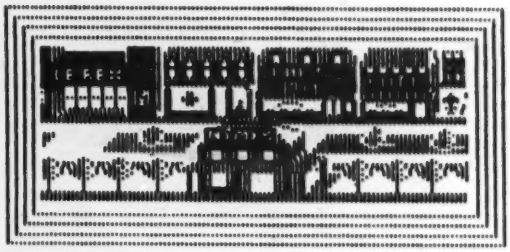
1	2	3	4



Caroline _____

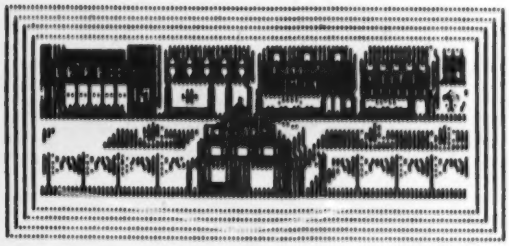
des _____.

ACTIVITY 4



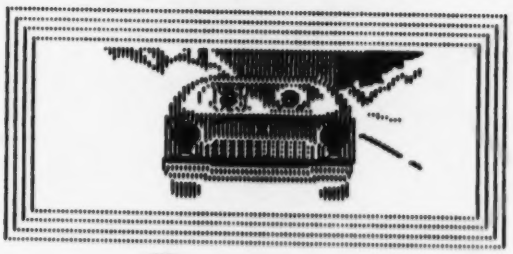
Des courses
à faire

ACTIVITY 5

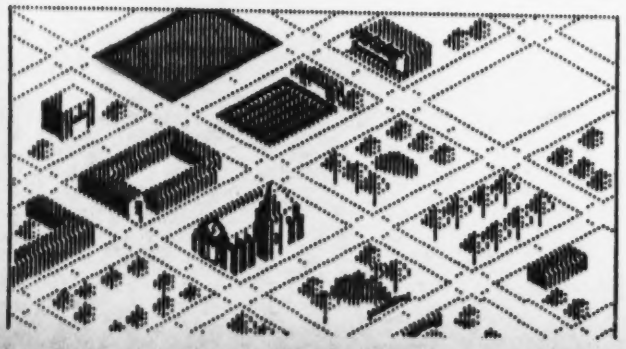


Comment
y aller ?

ACTIVITY 6



Faisons
des courses !



Program Type: Language Study: Spanish

Activity: To learn vocabulary for various fruits and vegetables

Software: Basic Vocabulary Builder in Spanish, Passport Books

Hardware: Apple II family

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 11-12
Grade: 6
Interest Level: Grades 6-12

Subject: Vocabulary development for fruit and vegetable terms

Skill: Listening, speaking, pre-reading, writing

BEP Correlation to Second Language Skills Competencies:

1.1 (K-3) Recognize and understand concrete words
2.1 (K-3) Repeat and use concrete words
2.5 (K-3) Express likes/dislikes, emotions, and wants
3.2 (K-3) Use expressions and behavior that are appropriate to various daily situations in the target culture
3.3 (4-6) Hear and understand concrete words, simple phrases, and sentences
3.5 (4-6) Pronounce familar words that are written
4.1 (4-6) Recognize and say familar words, simple phrases, and written sentences
5.1 (4-6) Copy written words correctly

Plan:

Introduction: Several lessons are involved to introduce the vocabulary for fruits and vegetables.

Instruction: Use plastic, or real fruits/vegetables and flash cards to familiarize students with the vocabulary. For example, students may express whether or not they like or dislike a fruit/vegetable selected by the teacher. Also, write the vocabulary on the board.

Guided Practice: Students color and label pictures of the fruits/vegetables and write a sentence to express their like or dislike of each fruit/vegetable. The computer program helps the students recognize the written word and associate it with the graphic of the fruit/vegetable. Students use their notes to tell the teacher the correct response to type on the computer. Later the students themselves can type in the correct response.

Enrichment/Follow-up: Students can compile a booklet of the vocabulary they learned. The book may be a part of the unit on foods that culminates with a meal together. Use the computer program to review and reinforce the vocabulary taught or to help students having difficulty.

Helpful Hints: Using the computer always seems to be a great motivator for the students. Their interest is high, and they enjoy using the software. This program times each student and awards points for correct responses. Students can be challenged to improve their times and scores or to beat a time and score set by the teacher. Use the computer hooked to the television/video cassette recorder to play a game with the whole class. An alternative would be to divide the class into teams for scoring and competition. The program is easy to use. Instructions are clear, and students should have no difficulty using it on their own.

Classroom Management: Use the computer with a small group of students while the rest of the class is completing an assigned activity. Use the television/video cassette recorder arrangement for class or large group viewing. Instructions for this connection are in the Appendix.

BASIC VOCABULARY BUILDER
ON COMPUTER: SPANISH

BASIC VOCABULARY BUILDER: Spanish

1. Clothing
2. Accessories
3. Fruits & Vegetables
4. Food-I
5. Food-II
6. Parts of the Body
7. The Family
8. The House
9. Furnishings
10. Household Items
11. Transportation
12. School
13. End

Enter choice and
press 'RETURN': ■

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Mary, you will be asked to identify a picture. Type the singular form of the noun in Spanish. Use correct accents and spelling.

Like this: suéter

Second Languages and Technology

Program Type: Language Study: French

Activity: To review beginning vocabulary

Software: French Vocabulary Games, Intellectual Software

Hardware: Apple II family

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 12-13
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Seven different vocabulary games with twenty pre-selected vocabulary list

Skill: Translating words from English to French, spelling French words correctly, including placement of accents

BEP Correlation to Second Language Skills Competencies:
Reviews vocabulary for any basic unit of study--animals, colors, recreation, body, city, country, classroom objects, family, and clothing

Plan:

Introduction: Introduce students to vocabulary for a particular unit in class.

Instruction: Demonstrate the different games to the entire class via large screen display. Instructions for this connection are in the Appendix. Have students key responses.

Guided Practice: Divide students into groups of two or three and let them select games they want to play. Scores must be recorded and submitted. Have students repeat activity until scores meet announced standard.

Enrichment/Follow-up: These games provide reinforcement for the basic vocabulary units presented in class. Following the format of games on the computer, students can create their own vocabulary lists and make games from their word lists to play on the board or on paper.

Helpful Hints: Ideal program for a lab setting-- good variety of fun games. The teacher can make own vocabulary lists easily with the utility disk.

Classroom Management: Once program is introduced, there is minimal teacher intervention.

Second Languages and Technology

Program Type: Language Study: French

Activity: To review beginning vocabulary

Software: Basic Vocabulary Builder, Passport Books

Hardware: Apple II family. An overhead projection device, or a video cassette recorder with a large screen monitor are needed to use the program with an entire class. Information on the video recorder connection is included in the Appendix.

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 12-13
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: Twenty-four lessons that reinforce two hundred and eighty-six common nouns, adjectives, and verbs. Each lesson has three levels of difficulty. The software includes pre-selected vocabulary lists.

Skill: Identification of nouns, adjectives, and verbs, using the correct definite article, masculine and feminine forms of adjectives, plurals of definite articles and nouns, plurals of adjectives, first person singular, and plural of verbs

BEP Correlation to Second Language Skills Competencies:
4.1 (4-6) Recognize and say familiar words
5.1 (4-6) Copy written words correctly

Plan:

Introduction: Review vocabulary in classroom setting.

Instruction: Demonstrate program to entire class via large screen display. Instructions for this connection are in the Appendix. Have students key in responses.

Guided Practice: Divide students into groups of two or three. Assign a specific activity and difficulty level. Have students keep score. When a certain score is reached, students can move to the next difficulty level for activity.

Enrichment/Follow-up: Certain activities or lessons can be assigned as remedial activity.

Helpful Hints: Program can be used with National Textbook Company's Basic Vocabulary Builder Duplicating Master Book.

Classroom Management: This is self-pacing activity with minimal teacher intervention.

Second Languages and Technology

Program Type: Language Study: French

Activity: To read the fairy tale, Le Petit Chaperon Rouge by:

1. Studying drawings with French words written below them
2. Playing a game matching the picture with the word
3. Writing the correct vocabulary item that matches the picture
4. Listening to tape while also reading text on the computer

Software: Blossom: Le Français Par Ordinateur, Le Petit Chaperon Rouge, Gessler Educational Software

Hardware: Apple II family microcomputer
Color television monitor
Video cassette recorder to allow the computer program to be shown on a large screen television for use with the whole class. Directions for the connection are included in the Appendix.

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 11-15 year olds
Grades: 6-8
Interest Level: Grades 6-12

Subject: Le Petit Chaperon Rouge .

Skill: To identify pictures of words contained in the fairy tale
To learn how these words are spelled
To listen to the story while also reading text on the monitor

BEP Correlation to Second Language Skills Competencies:

1.1 (K-3) Recognize and understand concrete words and simple phrases and sentences
1.8 (K-3) Recall facts
2.1 (K-3) Repeat and use concrete words, simple phrases, and sentences in context
2.9 (K-3) Distinguish between fact and fiction
1.6 (4-6) Predict outcomes
2.2 (4-6) Describe sequence of events
3.4 (4-6) Recall details from what is viewed and heard
5.1 (4-6) Copy written words correctly
1.1 (7-8) Distinguish simple grammatical forms by listening
4.1 (7-8) Write controlled sentences with accurate elementary grammatical structures

Plan: Blossom is a program that consists of eight diskettes and eight cassettes for use with the Apple II series of computers. Each module features a theme folk tale or a fairy tale which is used as the basis for all the activities that follow. In addition to vocabulary presentation, each module focuses on different tenses.

Introduction: If students have had little or no training in grammar, reading or writing, use the first module, which contains Le Petit Chaperon Rouge as a beginning activity. It uses the present tense only. Following is a list of activities for this particular module:

1. Vocabulary presentation
   - story presentation with pauses
   - story presentation with no pauses
2. Vrai ou faux? (Reading comprehension activity)
3. Presentation of regular conjugation (fill-in game activity)
4. Cloze passage on the conjugation of regular verbs
5. Written dialogue enhanced by audio cassette
6. Arrêtez la machine
7. Qu'est-ce que c'est?

The first activity takes approximately one-half hour. Thereafter first review activity one, then activity two can easily be handled by beginning students. Unless time has been spent learning conjugations of verbs already, activity three and four may be less effective for students. In fact, after trying them with my better groups of seventh and eighth graders, I decided to skip them with the rest of the groups. Also, activity five is too difficult at this level, but activities six and seven work well.

Instruction: I do not tell the students what the story is, but let them instead guess using the contextual clues. This procedure works very well. After the students guess what story we are doing, I have the students repeat the eight vocabulary words presented both through pictures and words on the screen.

Guided Practice: After the vocabulary presentation, students take turns at the keyboard pressing the space bar when the words match the pictures. This activity is scored, which helps to keep students motivated. In addition, the program does not allow a student to give up. It does not move to the next word until the student makes the right choice.

After the matching activity, students write in the correct word including the definite article under the picture. Once again, the program does not allow a student to give up, but continues to show where the student has erred by putting symbols under the incorrect letters. At the completion of both these activities, have students listen to the story, while following the sentences displayed on the screen.

Students can quickly find what the sentences mean by pressing T for translation. This mode is helpful for the first time through the program since students may still not know all the vocabulary contained in the story. On the second time around, read the lines and have the students repeat. Then ask very simple questions based upon the sentences on the screen to guide students to the correct response.

Enrichment and Follow-up: After the students complete all these activities, which could take as long as a period and a half (forty-five minutes), let them play as teams. This procedure worked well, since the activities, except for

the reading and listening ones, are scored. Students at this age love competition and anything that sounds like a game.

Helpful Hints: Posting scores on the blackboard is quite helpful since students love to compare themselves with others. Also realize, as with all kinds of activities done in groups or teams, the noise level will be high. It is a good idea to demand occasionally that students do not help each other to minimize the noise level. Always try to finish with a quiet activity, such as an oral review. This approach works well as a settling activity.

Classroom Management: Since this program has been designed to stand alone without specific reference to any one textbook, a teacher can use this program at any time, even with students having no prior reading knowledge. How each teacher uses the program will, of course, be determined by the number of computers available, the type and size of the class, and individual teaching styles.

GESSLER
EDUCATIONAL
SOFTWARE

a subsidiary of
Gessler Publishing Co., Inc.
900 Broadway, N.Y., N.Y. 10003

Le Petit Chaperon Rouge

Press RETURN to continue.

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Le Chaperon Rouge

1 Vocabulaire
2 Le Petit Chaperon Rouge
3 Vrai ou faux?
4 Les Verbes réguliers en -er
5 Passage à compléter
6 Dialogue
7 Arrêtez la machine!
8 Qu'est-ce que c'est?
9 Fin

Choisissez 1-9 →
0→sound on/off [Sound ON]

le loup

Tapez RETURN pour continuer.

Second Languages and Technology

Program Type: Language Study: French

Activity: To review the present tense for beginner and intermediate levels

Software: Blossom Le Français Par Ordinateur, Module I, Le Petit Chaperon Rouge, Gessler Educational Software

Hardware: Apple II family and a Printer

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 12-13
Grades 7 & 8
Interest Level: 6-12

Subject: Le Petit Chaperon Rouge

Skill: Listening, grammar, and reading comprehension-- used with audio cassette and cassette player. Different activities drill the present tense within context of Le Petit Chaperon Rouge. Students hear story and see it written on screen.

BEP Correlation to Second Language Skills Competencies:

1.1 (K-3) Recognize and understand concrete words and simple phrases and sentences
1.8 (K-3) Recall facts
2.1 (K-3) Repeat and use concrete words, simple phrases, and sentences in context
2.9 (K-3) Distinguish between fact and fiction
1.6 (4-6) Predict outcomes
2.2 (4-6) Describe sequence of events
3.4 (4-6) Recall details from what is viewed and heard

4.5 (4-6) Recall facts from material read
5.1 (4-6) Copy written words correctly
1.1 (7-8) Distinguish simple grammatical forms by listening
4.1 (7-8) Write controlled sentences with accurate elementary grammatical structures

Plan:

Introduction: Classroom introduction of the present tense.

Instruction: Use large screen display to demonstrate program.

Guided Practice: Students may work alone or in pairs.

Enrichment/Follow-Up: Program could be used for remedial work, also. Students can re-enact their own version of Le Petit Chaperon Rouge for the entire class. (Using correct forms of the present tense, of course!)

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Le Petit Chaperon Rouge

Press RETURN to continue.

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Le Chaperon Rouge

1 Vocabulaire
2 Le Petit Chaperon Rouge
3 Vrai ou faux?
4 Les Verbes réguliers en -er
5 Passage à compléter
6 Dialogue
7 Arrêtez la machine!
8 Qu'est-ce que c'est?
9 Fin

Choisissez 1-9 +
0→sound on/off [Sound ON]

le loup

Tapez RETURN pour continuer.

Second Languages and Technology

Program Type: Language Study: Culture: French

Activity: To introduce the vocabulary and activities of a French town

Software: En Ville, Collamore/D.C. Heath

Hardware: Apple II family

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 12-13
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: The French town

Skill: To learn French vocabulary for buildings, language associated with shopping, giving and following directions in French, present tense of verbs vendre and acheter, and expressions with avoir

BEP Correlation to Second Language Skills Competencies:

2.1 (K-3) Repeat and use concrete words, simple phrases, and sentences in context
2.3 (K-3) Give directions and commands
3.5 (4-6) Pronounce familiar words that are written
4.1 (4-6) Recognize and say familiar words, simple phrases, and written sentences
4.3 (4-6) Follow written directions and commands
5.1 (4-6) Copy written words correctly
5.3 (4-6) Write simple phrases and sentences

Plan:

Introduction: Introduce vocabulary in classroom setting.

Instruction: Demonstrate program with large screen display to entire class and allow students to key in responses. Instructions for this connection are in the Appendix.

Guided Practice: Divide students into groups of two or three. In the first session, let students try all activities on their own. In subsequent sessions, certain activities can be assigned. Students must keep score for each other. When students have unacceptable scores, have them repeat the activity.

Enrichment/Follow-up: Working in pairs, students create their own town map. One student gives directions to the other to reach a "secret destination" in the town.

Helpful Hints: Program would be ideal in a lab setting so that all students could participate at the same time. The program comes with an excellent manual suggesting many good follow-up activities.

Classroom Management: Students not working on computer can do word find sheets using appropriate vocabulary, or they can work on their town map for the follow-up activity.

Second Languages and Technology

Program Type: Educational Games: Problem Solving

Activity: To provide cultural, geographical, and map-reading skills for students about the countries where second language is spoken

Software: Where in Europe is Carmen Sandiego? Can also use Where in the World is Carmen Sandiego? Broderbund

Hardware: Apple family & IBM microcomputers

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 12-13
Grades: 7 & 8
Interest Level: Grades 6-12

Subject: A problem-solving and reference skill activity to solve a crime that took place somewhere in Europe

Skill: Map skills, geography of Europe, reference tools (atlas, almanac, gazetteer, etc.) to discover facts about European countries. French-speaking countries in Europe. The program is best done in conjunction with media coordinator's unit on the above-named reference sources.

BEP Correlation to Second Language Skills Competencies:

3.1 (K-3) Identify the target country on a map and on a globe

6.2 (4-6) Identify geographical features of the countries where the target language is spoken and show the relationships between these features and products of the countries

Plan:

Introduction: Media coordinator introduces programs to small second language class groups of eight to ten students, via large screen display instruction. Media coordinator and language teacher work together with students to solve several crimes using the appropriate reference tools to find the answers from the clues given.

Guided Practice: Students work together in small groups to play game. Students record their success at solving crime--how long it took, where the crime took place, etc.

Enrichment/Follow-up: Students are given a worksheet with various questions about France that can be answered by using the reference tools in the library. The media coordinator must sign each student's worksheet for the student to receive full credit.

Helpful Hints: Students love this game. It is highly recommended for a lab situation so that numbers of students could play at the same time. This is a wonderful program for some teaching activities with your media coordinator!

Classroom Management: While media coordinator is demonstrating program to individual groups, other students could make and label maps of Europe and/or France.

Where in Europe Is Carmen Sandiego?

Use the library to find the answers to the following questions. You must use three different sources. Cite the sources you used at the bottom of the sheet. The media coordinator must sign this paper for you to receive credit.

1. What is the official name of France?

2. Name three products France exports to other countries.

3. Name three products France imports.

4. What is the area of France?

5. What is the current population of France?

6. Into how many "departments" is France subdivided?

7. What is the population of Paris?

8. What is the density of the population in France?

9. What is the literacy rate in France?

10. How high is the highest point in France, and what is it called?

11. Name three political parties in France.

12. How many flags of European countries have the same colors as the French flag? Name them.

13. Name the countries in Europe where French is spoken.

14. How long is the Loire River?

Your Name_____Media Coordinator_____

WHERE IN EUROPE IS CARMEN SANDIEGO?

BY
KEN BULL
GENE PORTWOOD
LAUREN ELLIOTT

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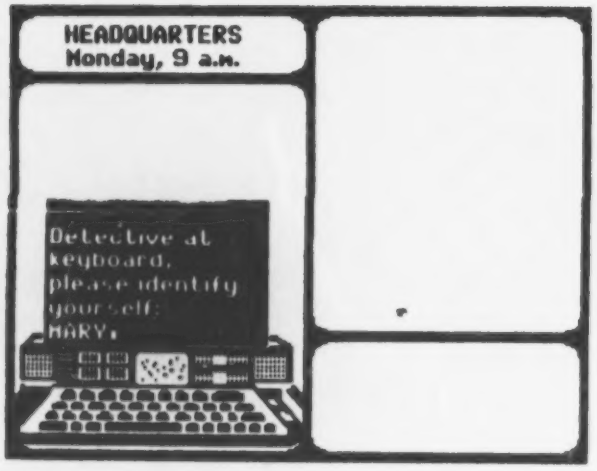
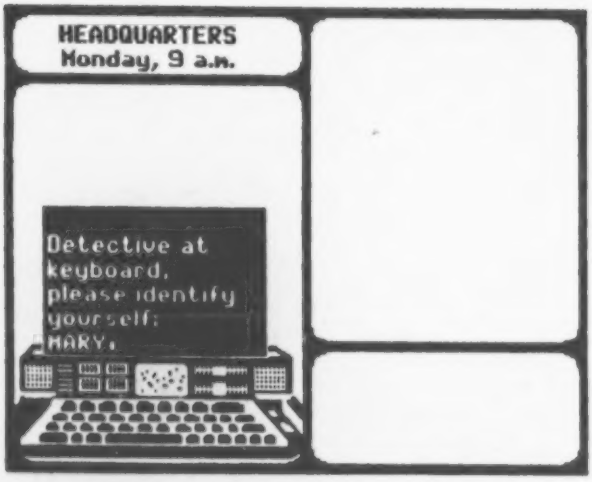

HEADQUARTERS
Monday, 9 a.m.
Detective at keyboard, please identify yourself:
MARY.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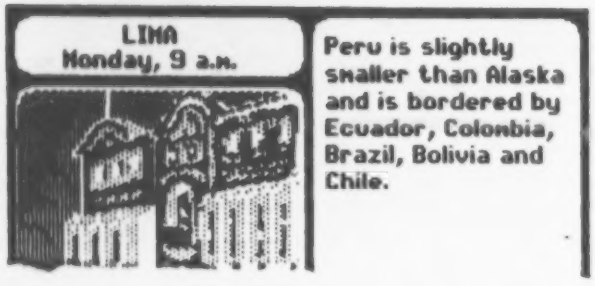
LIMA
Monday, 9 a.m.
Peru is slightly smaller than Alaska and is bordered by Ecuador, Colombia, Brazil, Bolivia and Chile.

Edinburgh
Mon
1 PM
In the 19th century, the United Kingdom was the greatest industrial and trading nation in the world with an empire that stretched around the globe.
Investigate
Use Notebook
Visit Crime Lab
Go to Airport

WHERE IN THE WORLD IS CARMEN SANDIEGO?

by

DANE BIGHAM
GENE PORTWOOD
LAUREN ELLIOTT

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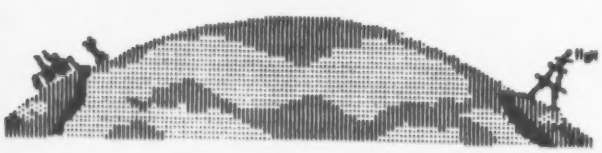


Headquarters
Mon
1 pm
Gumshoe MARY, this is the Chief.
I've just received a call from
the United Kingdom.
Press RETURN
to continue

Headquarters
Mon
1 pm
Gumshoe MARY, this is the Chief.
I've just received a call from
the United Kingdom.
Press RETURN
to continue

Second Languages and Technology

Program Type: Word Processing: Utility

Activity: To write a paragraph using learned verb constructions

Software: Print Shop, AppleWorks, and Word Attack Plus in Spanish

Hardware: Apple II family and ImageWriter II printer

Pilot Site: Student Age/Grade Level/Interest Level:

Age: 11-12
Grades: 6
Interest Level: Grades 6-12

Subject: Spanish writing exercise

Skill: Listening, speaking, pre-reading, reading, and writing

BEP Correlation to Second Language Skills Competencies:

1.1 (K-3) Recognize and understand concrete words, simple phrases, and sentences
2.1 (K-3) Repeat and use concrete words, simple phrases, and sentences in context
3.5 (4-6) Pronounce familiar words that are written
4.1 (4-6) Recognize and say familiar words
5.1 (4-6) Copy written words correctly
5.3 (4-6) Write simple phrases and sentences
5.6 (4-6) Use action words in context

Plan:

Introduction: Several lessons were involved to introduce two sets of verbs.

Set I = brincar, caminar, correr, escribir, ir, jugar
Set II = cantar, estudiar, hablar, leer, trabajar

Instruction: Students learn first person present tense of verbs and ir a + infinitive construction through the use of flash cards, pantomime and objects used to demonstrate that action. Next, students learn to associate spoken word and picture. Then students learn to describe what they are doing or going to do according to the action in the picture and by answering questions such as ¿Qué haces? and ¿Qué vas a hacer? Finally, students recognize the learned materials through the use of a computer program called Word Attack Plus in Spanish.

Guided Practice: Students are given a list of familiar vocabulary that includes the learned verb constructions, simple phrases and sentences, nouns, prepositions, and prepositional phrases. They write a paragraph of about five lines with the familiar material. Students first compose a rough draft which is submitted to the teacher for corrections. They then edit and make corrections. Their final copies are approved by the teacher before they write the paragraph on the computer. Students are given general instructions about the use of the word processing program.

Enrichment/Follow-up: Students' paragraphs are printed in a booklet and are given to the school media coordinator to add to the media center resources.

Helpful Hints: This process is a very time consuming and involved activity. Since I only meet my students twice a week, I arrange to have extra time with them to continue working on the project. To save time, I preprinted the graphics using Print Shop and made copies. Students then select the graphic they want to use for their paragraphs. I manually load each sheet individually in the printer rather than using the pin-feed process.

Another idea is to have the students illustrate the paragraphs themselves using their own artistic creativity. Written step-by-step instructions for using the word processing program to write the paragraph should be left by the computer. AppleWorks is very easy to use, but I decided to write the steps down just as a precaution. Diacritical marks need to be added after printing. However, there is a program called EuroWorks that is compatible with AppleWorks and is available in Spanish. To save time, students write paragraphs on the computer and save them on a data disk, rather than printing them at this time. This procedure allows the teacher and student to do any final editing and correcting that might be necessary.

Classroom Management: Have a sign-up sheet for students to use the computer to write their paragraphs. Students who are familiar with the program and who have already completed their paragraphs on the computer can assist other students using the computer if there are problems. This assistance frees the teacher to work with those students who need help with the writing and editing. Have another activity for those students who are finished writing and are waiting for their turn at the computer.

EL ESPAÑOL

El español es muy divertido. Me gusta el español. Hablo español en clase y en casa. Voy a cantar una canción en español.

Steven Chappelle

BASQUETBOL

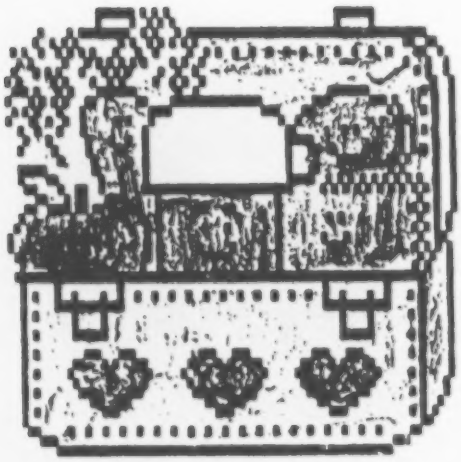
Hoy voy a jugar al basquetbol. Me gusta el básquetbol. Juego en casa. Corro con la pelota de básquetbol y brinco. Voy a jugar al básquetbol mañana.

Jason Smith

MI DÍA EN LA ESCUELA

Voy a la escuela. Voy a clase. Trabajo mucho. Estudio inglés, español. y historia. Me gusta la escuela.

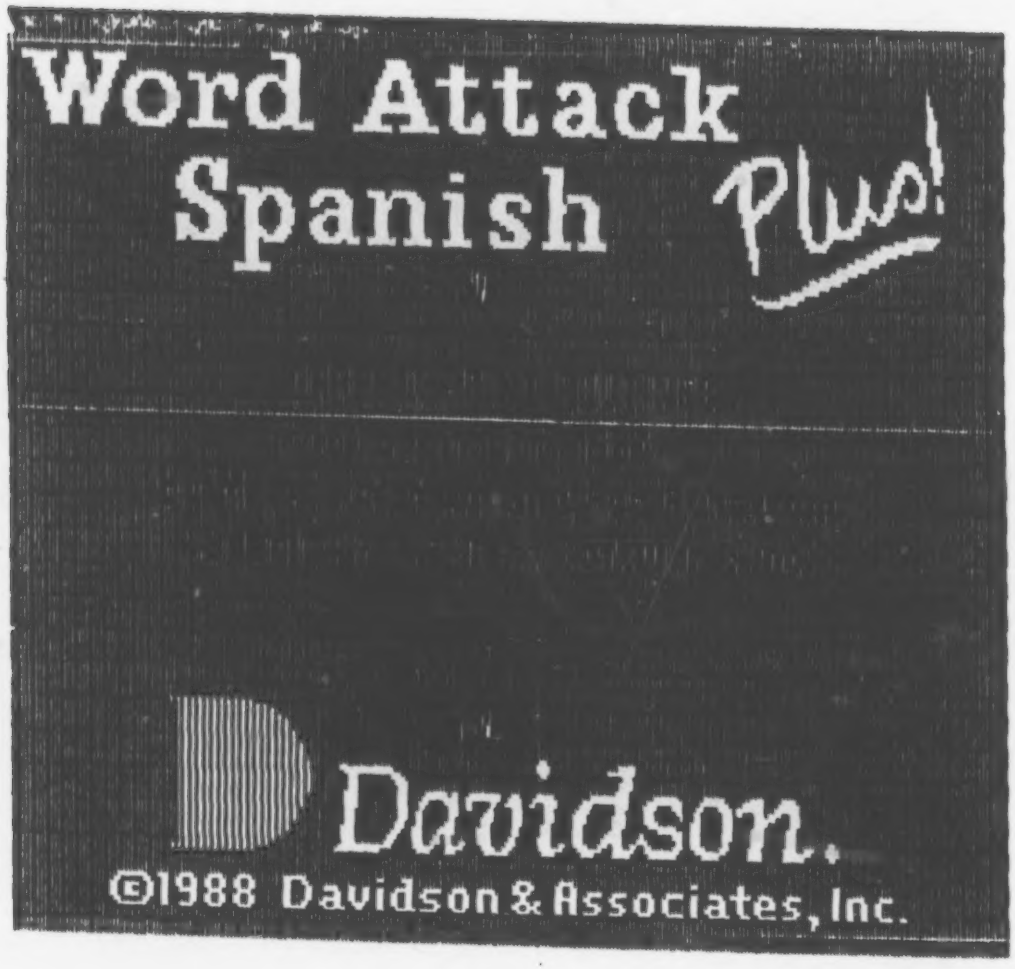
Robin Russell



LA CAFETERÍA

La cafetería está en la escuela. Voy a la cafetería. Hablo con mis amigos. Me gusta la cafetería.

Debi Mooney



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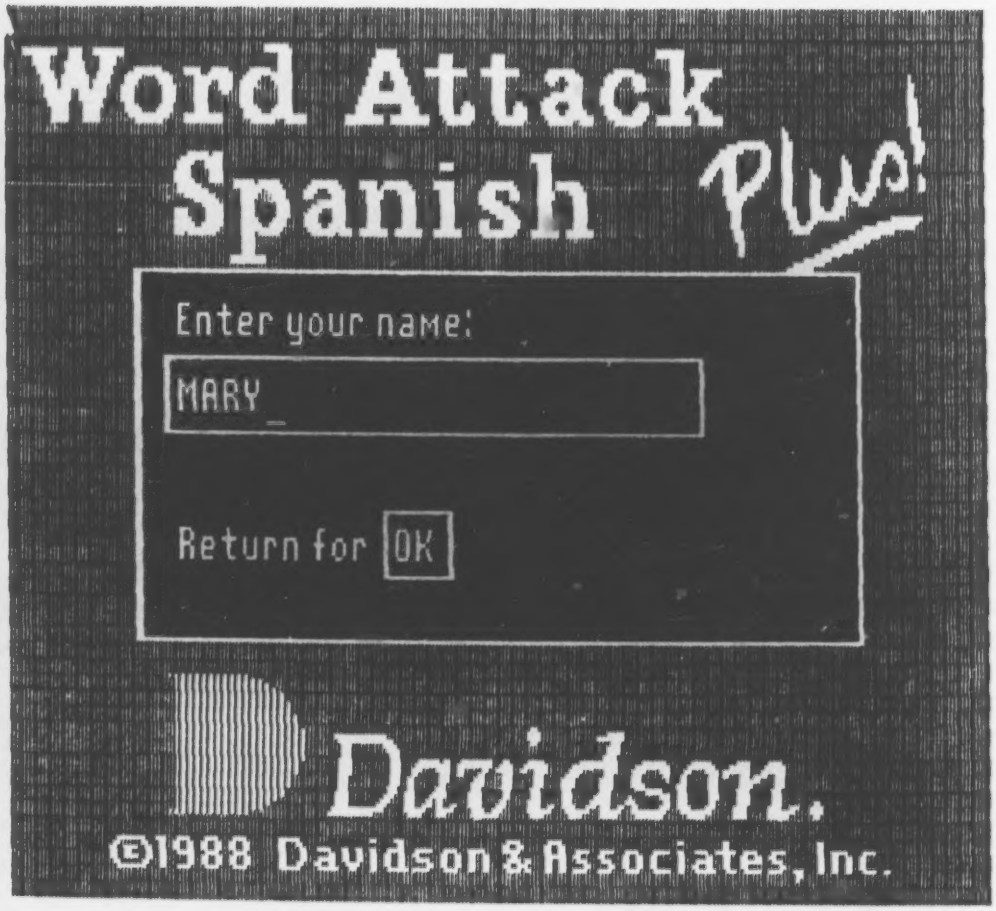

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Telecommunications Using FrEd Mail

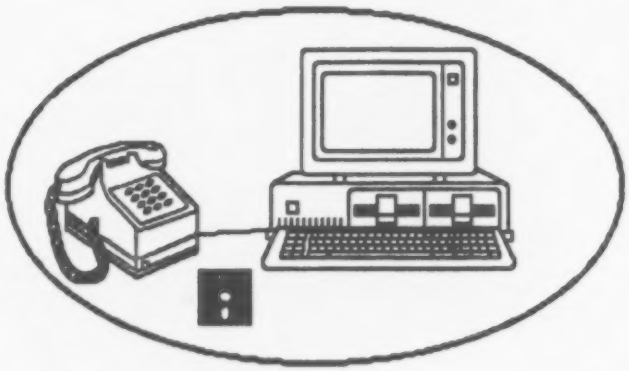
FrEd Mail is an instructional telecommunications network available to North Carolina educators. It is a good one for second language teachers to know and to use. The distribution of the FrEd Mail network across North Carolina makes a node close to large number of schools and thereby reduces the long-distance charges.

FrEd Mail has electronic mail, bulletin boards, and conferences sections.

The following materials include:
- a map of the local FrEd Mail nodes with both voice and telecommunications telephone numbers
- planning guides
- cost guides
- steps to take for effective use of telecommunications in an instructional setting

For further information and guidance for setup, teachers may contact their local computer coordinators, or Computer Services at the North Carolina Department of Public Instruction, Raleigh, North Carolina 27603-1712.

Do not overlook the potential of this service for contact with other second language classes, students in countries of the targeted language, fellow second language teachers, or others interested in second language projects with students. To participate, one needs a microcomputer, a telephone line, a modem, communications software, and the desire to "reach out and touch."



FrEd Mail Guide Sheet

Calling the Board

Follow the instructions listed below for Apple IIe with FrEd sender software.

1. Insert a FrEd sender disk into the disk drive and close the drive door.
2. Turn on the monitor & CPU.
3. The disk drive light comes on and the software "boots."
4. Choose FrEd Sender at the first menu.
5. Insert the data disk in drive two and press RETURN.
6. Choose (P)hone and then (D)ial.
7. Type the line number containing the FrEd Mail telephone number, or enter the correct number.
8. When the connection is made, there will be a high-pitched squeal and the words Connect 1200 will appear on the screen.
9. Press RETURN. Following the welcome screen type your USERNAME and PASSWORD, or new. The system is now ready for commands.

Using <E>lectronic Mail: <R>eading Messages

Command(ABCEFGHLMOPRTUX?)

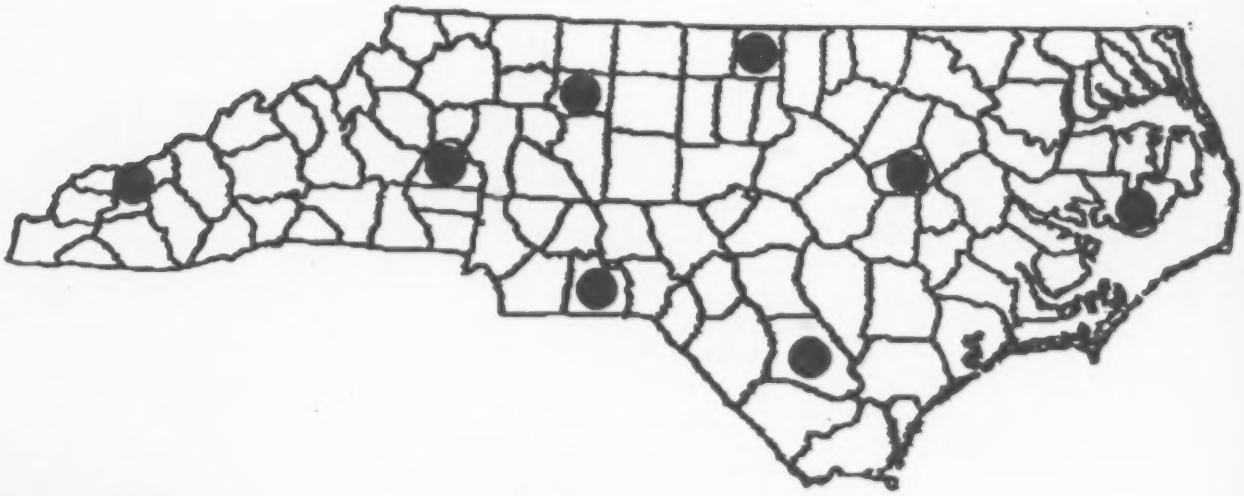
To read EMail, type E.
The system tells whether there is mail waiting. It then follows with this display:
<R>ead Mail, <S>end Mail, <I>deas, <K>idwire, <H>elp, <Q>uit:

MSG.110
Rcvd: Dec 20, 1989, 10:10 am
Subj: Welcome to FrEd
<S>kip, <R>ead, <D>elete
Type R to read the Message.
CONTROL S stops the screen scrolling. Hitting any key resumes the scrolling.
At end of message, commands are:
<D>elete, <R>ead, <C>opy, and <F>orward, ?gives a list of commands.
For any files attached, follow commands on screen to <C>apture, or <T>ransfer.

The Top Level: Command Menu

Time online: 00:00
Command (ABCEFGHKNOPRTUX?)
To see codes, type?
A <A>djust terminal status
B <B>ulletin Boards
C<C>hat w/ SYSOP
E <E> mail
F <F>eatures
G <G>oodbye
H <H>elp
K <K>nowledgeable user
N <N>ews
O <O> pinion Poll, once only
P Change <P>assword
R <R>ead News
T <T>ime
U <U>ser list
X file <X> fer system
? List these commands

FrEdMail NetWork



Telecommunications

BRYSON CITY - 704-488-2290
HICKORY - 704-256-8136
WADESBORO - 704-694-4523
WINSTON-SALEM - 919-727-2529
ROXBORO - 919-597-8528
WILSON - 919-243-1601
ELIZABETHTOWN - 919-862-8998
SWAN QUARTER - 919-926-0953

Voice

LEONARD WINCHESTER - 704-488-2152
TERRY BLEDSOE - 704-256-6240
SUZANNE GRIFFIN - 704-694-4885
TOM CLAUSET - 919-727-2213
DAVID WARLICK - 919-599-2191
E. D. HALL - 919-243-2900
HERB MCINTYRE - 919-862-8998
ALAN TROUSDELL - 919-926-4521

TELECOMMUNICATIONS

PLANNING GUIDE

Equipment

microcomputer (with serial card)
1-2 disk drives — printer
monitor — modem

Software

word processing program
communications program

Telephone Line (local prices)

private (installation and monthly)
or
cut-off switch (shared line)

Other Equipment

multi-line controller
(for multi-line telephones)

Long Distance Charge

(1 hour per month at 1200 baud)
station-to-station call
or
Telenet / Tymnet } from your site to nearest number

No Long Distance Charge

800 number
or
local call

Commercial Communications Service

membership fee (one-time, yearly, or monthly)
usage charge

Supplies

paper
diskettes

NC Dept. of Public Instruction
Computer Services

Telecommunications

Cost Estimate Guide

Telephones and Equipment

Private Line (recommended)

Installation (Southern Bell)	$110.00
Monthly charge	46.00

Extension Telephones

CFF Transfer/Cut-off Key . . . prevents interruptions from extension phones

Purchased from local phone company $18 - $25

installation	25.00	one time fee (Southern Bell)
shipping	10.00	
visit	30.00	
estimated time and materials	$15 per qtr hr.	

For more information call your local telephone company. AT&T systems:
800-532-1026 Large business
800-247-7000 Small business

Multi-line Telephones

Multi-line Controller . . . permits the selection of a particular line

(available from Radio Shack $39)

Connect Charges (AT&T)

Prime time - 8:00 am to 5:00 pm
(25% reduction after these hours)

Inside NC (4% off these rates 7-1-87)

17-22 miles	$0.24 first minute $0.17 each additional minute
23-30 miles	$0.28 first minute $0.19 each additional minute
31-40 miles	$0.41 first minute $0.25 each additional minute
41-55 miles	$0.46 first minute $0.28 each additional minute
56-70 miles	$0.47 first minute $0.31 each additional minute

Outside NC (4.8% off these rates 7-1-87)

125-292 miles	$0.33 first minute $0.26 each additional minute
293-430 miles	$0.34 first minute $0.28 each additional minute

For more information: AT&T 800-222-0400

Pilot Projects Costs

	per minute average
Wadesboro to Charlotte (60 miles)	$0.31
Wadesboro to Columbia, S.C.	$0.25
Lincolnton to Charlotte	$0.25
evening (35 miles)	$0.10
Coats to Raleigh (30 miles)	$0.27

Average search time for trained students doing online research is five minutes.

Average time for transfer of E-Mail files for class is 2 hrs. per month (300B)

For Telenet, Tymnet numbers nearest you: 800-544-4005. (Delphi)

Inexpensive Hardware and Software Used Successfully for Instructional Telecommunications

APPLE MODEM

Applemate Internal 1200 Modem
Mesa Technology Corp.
4335 Stuart Andrew Blvd.
Suite 101
Charlotte, NC 28217
ATTN: Sandra McCall
(800)777-2340
$153.00 including shipping

DataLink 1200 Internal Modem
Comes with communications software
(works with FrEdWriter]
Preferred Computing
P.O. Box 815828
Dallas, TX 75381
(800)327-7234 or (214)484-5464
$139.00 + $4.00 UPS shipping

APPLE COMMUNICATIONS

Talk is Cheap (128K Shareware)
Donald Elton
Carolina System Software
3207 Berkeley Forest Drive
Columbia, SC 29209-4111
$40.00 for manual and support
$10 for update (3.0)
(803)776-3936 (modem)

Point-to-Point (128K by Beagle Bro.)
[works with FrEdWriter]
Silicon Express
50 E. Mill
Pataskala, Ohio 43062
(800)228-0755 or (800) 999-6868
$59.95 + $3.95 UPS shipping

IBM MODEM

Avatex Internal 1200 Modem
Mesa Technology Corp.
4335 Stuart Andrew Blvd.
Suite 101
Charlotte, NC 28217
ATTN: Sandra McCall
(800) 777-2340
$85.00 including shipping

Practical Peripheral Internal 1200 Modem
Includes Procomm communications software
PC Connections
6 Mill St.
(800) 243-8088
$69.00 +$3-$6 shipping

IBM COMMUNICATIONS

Qmodem (Shareware)
The Forbin Project Inc.
John Friel III
715 Walnut Street
Cedar Falls, Iowa 50613
$20.00
site license available

Procomm (Shareware)
Datastorm Technologies, Inc.
P.O. Box 1471
Columbia, MO 65205
Marlow, NH 03456 $35.00
($25.00 to register disk only)

It will also be necessary for each telecommunicating site to have a word processing program that is compatible with the chosen communications software. For those who are using an Apple computer, we would suggest either Appleworks or FrEdWriter.

We have diskettes of the Public Domain and Shareware programs on the list. Please let us know if you need copies.

NC Dept. of Public Instruction- -Computer Services (919) 733-3193
116 W. Edenton St.--Raleigh, NC 27603-1712

USING E-MAIL IN THE CLASSROOM

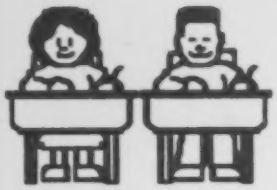
Thoughts and Plans Prior to Communicating

- Determine total amount of money that will be available for project.
- Determine availability of a telephone. New lines should be placed in the media center or computer lab. Cut-off switches are recommended for shared lines. A private line is better if money is available.
- Select and purchase software and hardware.
- Plan to use a lab setting or a minimum of two computers within a classroom or media center if a writing project is planned.
- Use the team approach (media coordinator and teacher) for mental and physical support.
- Plan to actively involve <u>all</u> students in the class in <u>all</u> activities of the project.

Initial Contact with Communicating Teacher

- Obtain the name of a teacher through an E-MAIL system or through personal contact. Some systems have areas where interested teachers can post their names.
- Voice contact between teachers is not essential for planning the project, but it is helpful for the first experience.
- An exchange of personal information between teachers is vital in the early stages.

Preparing the Communication



- All writing needs to follow the Five-step Writing Process.
- After students have been given a writing topic, class time should be allowed for students to develop their drafts. The drafts should be completed before students begin work at the computer. At this time, most students will be using the traditional paper and pencil for the drafting step. However, the ultimate goal should be for students to compose at the keyboard.
- If research is required, students will need time in the media center.
- Drafts should be edited and revised before final work at the computer. Teacher and/or peer editing and revising may be used. (See example checksheets.) Editing symbols should be keyed to the NC Teacher Handbook.

Sending the Communication

- Merge all individual files into one large file for transmission.
- Type your "send message code" at the bottom of the merged file.
- Before going online, all information should be readily available (phone numbers, codes, IDs, etc.). Every minute should be devoted to telecommunicating --not to scrambling around looking for some bit of information.
- During the early stages, teachers will probably need to merge files and perform the uploading and downloading procedures. For this to be a truly enriching experience, students should eventually do these tasks.
- Try to transmit during a time of day that you will be most free of interuptions and when time is not a factor.

- Connect a large monitor (or several small ones) or a LCD device to a computer so that the class can watch the teacher go online and demonstrate the necessary commands.

Pairing Students

- Students can interview each other and write sketches.
- Exchange class data files if team has access to the same data base management program.
- Exchange interest surveys. (See attached example.)
- Develop a video in which the students introduce and describe themselves and their interests.
- One school team must do the pairing. This can be done by the teacher or by student choice. Students are best paired by interest. Other methods could be ability levels, sex, or by chance.

Managing the Project

- If a lab or media center is used, schedule time at the beginning of the project. Plan for a minimum of one hour per week. (Classroom settings allow more flexibility.)
- With a limited number of computers, the teachers must devise a workable system for typing text. For example, with 25 students and two computers the students can be divided into groups of five. Each group can be assigned a day of the week for computer time. This would allow weekly access to the computer for typing drafts, revisions, and the final product. Another method would be to post individual time charts for computer usage.

Planning Topics

- Some examples of student writing exchanged between teachers could help familiarize each teacher with what to expect from the communicating class.
- Goals and objectives should be defined. (Will this be a language arts, social studies or an integrated project?)
- Goals should be correlated with the North Carolina Teacher Handbook.
- Brainstorm with students to determine ideas for communications, but teachers should have control over final decisions.
- Monies will determine the number and length of communications. Approximately one communication exchange per month will maintain interest and keep teachers reasonably sane!
- Plan flexible target dates for communications. An exchange of school calendars would be helpful in setting dates. A posted timeline is a good reminder for students and teachers.

Introductory Activities

- Keyboarding is highly recommended as a prerequisite for writing activities.
- Introduce students to the word processing program that will be used for the project. Selected students within the classroom can be taught first, and then they can be used as peer tutors. Small group instruction may be useful.
- Introduce students to telecommunications through simulations, videos, and/or captured online sessions that are later reviewed or printed.
- Record an online session to be used as a training tape for the class. (Use VCR and set to AUX or TUNER.). For good resolution, computer monitors should be used for viewing.

Enrichment Activities

Go For It!

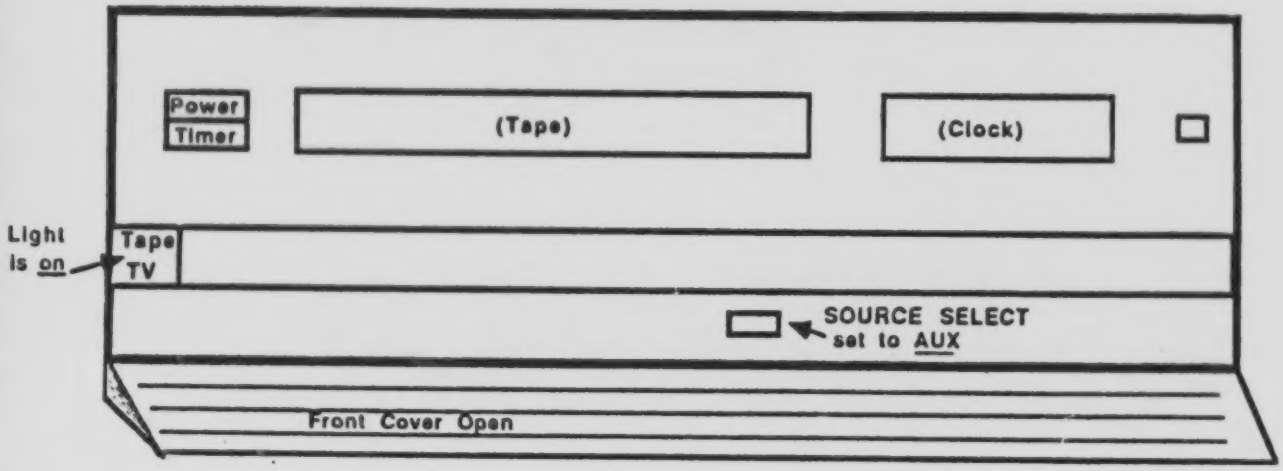
- Prepare a scrapbook of project activities.
- Provide information for local news media.
- Have an Open House or a special "tea" for parents.
- Develop a video tape of students and the local area, make photographs of students and the local area, or make a voice tape to exchange with the other communicating class. In the video, students can introduce themselves against a backdrop of various school and community scenes.
- Prepare a bulletin board in the hall or media center with information about the project (maps, letters, pictures, etc.).
- Exchange packages of local products, brochures, etc.
- If different states are communicating, learn the two state songs.
- Students may draw sketches of their pen pals or of an area described through telecommunications.
- Follow the weather patterns of the two communicating areas.
- Compute mileage between the teams and discover the best route to follow for a car trip.
- Exchange linguistic surveys. (See attached example.)
- Invite local educational leaders to view students at work.
- Exchange descriptions of students and class photographs. Each class tries to match descriptions with photographs. (Numbered photographs will make the checking easier.)

NC Dept. of Public Education /'88

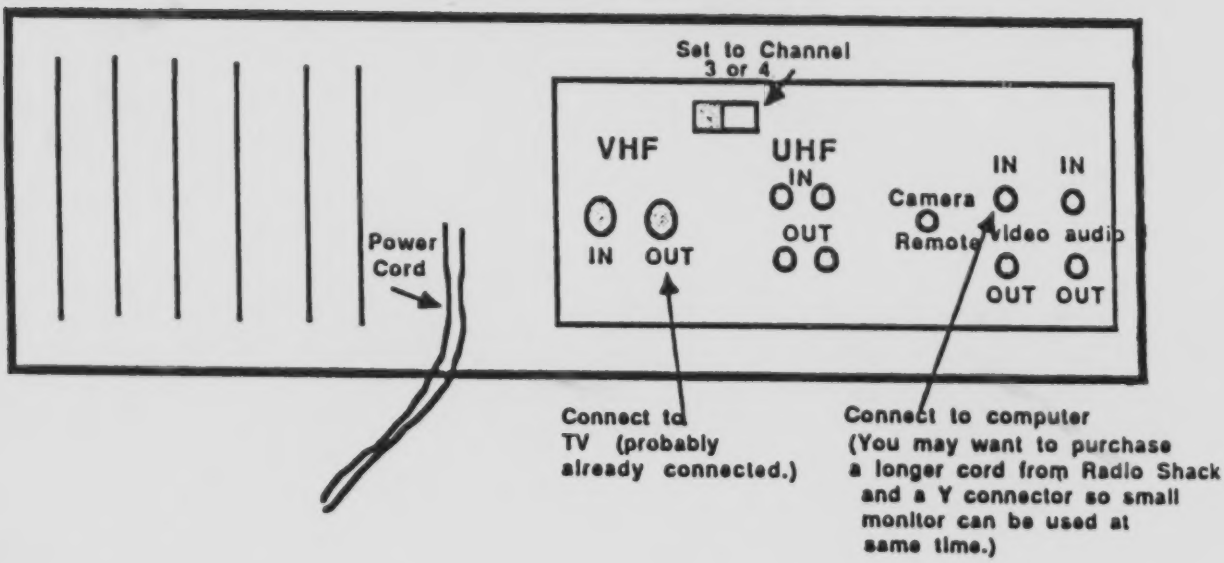
APPENDIX

How To Use Your TV and VCR as a Large Screen Monitor with a Computer.

Front View of VCR



Back View of VCR



1. Connect video cord from TV to VCR at **VHF OUT**

2. Connect monitor cord from computer to VCR at **VIDEO IN**

   You may want to purchase a longer cord from Radio Shack and a "Y" connector. The "Y" connector will allow you to use the computer monitor and the TV at the same time.
   Plug "tail" of "Y" connector into computer. One side of the "Y" goes to the computer monitor and the other to the TV.

3. Set channel selector to either 3 or 4. You will probably want to leave it where you use it for TV viewing.

4. On front of VCR, switch Source Select to **AUX**

5. Turn power on VCR. TAPE/TV switch should have light **ON**

6. Set channel selector to either 3 or 4. This must match whatever was selected on back of VCR.

7. Turn on TV .

8. Turn on computer and load program. Your computer video should be showing on the TV.